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The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 1A

Module 1

Discover Newfoundland and Labrador

Alberta
Education

Grade 5 Social Studies

Module 1: Discover Newfoundland and Labrador

Home Instructor's Guide and Assignment Booklet 1A

ISBN 978-0-7741-2924-4

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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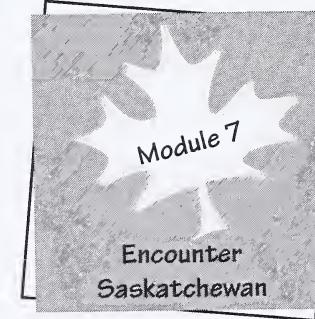
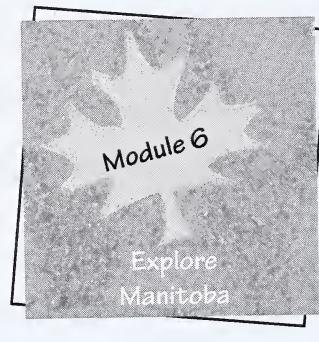
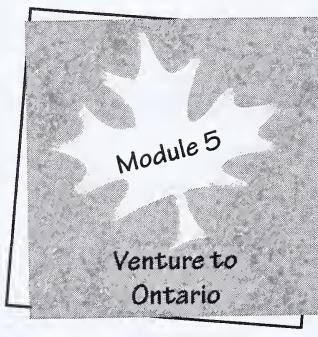
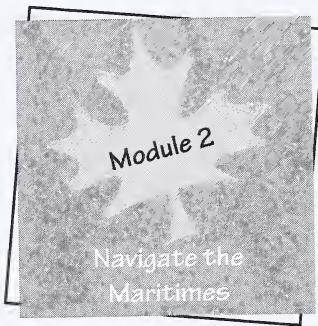
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Introduction to Grade 5 Social Studies

Welcome to Grade 5 Social Studies! We hope that you and your student enjoy working through this course together.

The Course at a Glance

There are 9 modules for this course.



Grade 5 Social Studies Curriculum Information

Alberta Education, a department within the Government of Alberta, is responsible for determining what Alberta students are expected to learn from Kindergarten to Grade 12. The department works with its stakeholders to design curriculum and provide authorized resources that meet the needs of learners and educators.

This distance learning course was designed and developed by Alberta Education. The course components have been reviewed and approved as provincially authorized resources. This means the Alberta teachers and publishing staff who made these resources have ensured they comply with the standards and specifications established by Alberta Education for the Grade Five Social Studies curriculum.

Specific information about this curriculum can be found on the Alberta Education website where Curriculum Handbooks for Parents and Curriculum Summaries are available:

<http://www.education.gov.ab.ca/parents/handbooks/>

Following is a brief summary of the program at this grade level.

Program Rationale and Philosophy

The study of social studies provides opportunities for students to develop the attitudes, skills, and knowledge that will enable them to become engaged, active, informed, and responsible citizens. This Grade 5 Social Studies course is designed to address the specific learning outcomes and objectives established by Alberta Education.

The focus of Grade 5 Social Studies is on examining how ways of life of peoples in Canada are integral to Canadian culture and identity. Your student will explore the geographic vastness of Canada and relationships between the land, places, and people. As your student reflects upon the stories of diverse Aboriginal, French, British, and immigrant experiences in Canada over time, he or she will develop a sense of place and an awareness of how these multiple stories contribute to the student's sense of citizenship and identity.

Grade 5 Social Studies addresses the need to ensure that accurate understandings and awareness of the histories, cultures, traditions, values, identity, spirituality, and languages of First Nations, Métis, and Inuit peoples are taught in an integrated fashion. The infusion of these understandings into Grade 5 Social Studies is designed to increase the relevance of provincial curricula for Aboriginal learners and to portray the cultural and racial diversity of Aboriginal people in our society.

Grade 5 Social Studies recognizes that the development of information and communication technology (ICT) skills is fundamental to participation in today's knowledge-based economy. Technology can provide greater access to resources, expose students to real-world problems and authentic contexts for learning, and provide alternative methods of representing and communicating their knowledge.

For further information about the specific mandated learning outcomes and objectives for Grade 5 Social Studies, it is recommended that you visit the Alberta Education website:

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp

Grade 5 Social Studies Course Components

You have chosen an alternative form of learning that allows your student greater freedom in some ways than traditional classroom learning. It also requires discipline and motivation for your student to carry on without someone standing behind and pushing, as a classroom teacher often does. As a home instructor, you must assist your student in many ways, thus providing optimum opportunities for his or her learning. The first thing to do is to familiarize yourself with the structure of the course and its components. The structure of the modules in this course follows a systematic design. The basic components of each module include a Student Module Booklet, Home Instructor's Guides with attached Assignment Booklets, and a multimedia CD.

The Grade 5 Social Studies learning package includes the following components:

- nine Student Module Booklets
- eighteen Home Instructor's Guides with attached Assignment Booklets
- three Grade 5 Social Studies multimedia CDs

When you receive your student's course materials, take time to look carefully at what you have received to ensure it is complete, that it is the correct course, and that it is not defective in any way. If there is a problem, notify your supplier immediately.

Student Module Booklets

There is one Student Module Booklet for each module. The Student Module Booklet begins with a Contents page, Course Information, a Module Overview, and an Assessment statement.

The Student Module Booklet contains several chapters to read and activities for the student to do. It is important that the student read the entire chapter and do all of the activities before attempting the assignments for that chapter. Included in each chapter are extra activities (called Going Further) designed to extend the concepts taught in that chapter and to provide the student with added practice. These activities allow for further applications of the concepts being taught. If the student gets the work in the chapter done quickly, he or she can work on these Going Further activities. Try to have the student work on at least a few of these activities. If time permits, the student can work on them all. Although the Going Further activities correspond to the chapter in which the concept was taught, do not restrict the student to working on them only at that time. Once the concept has been learned, the student may work on any of the activities at any time throughout the module. The Student Module Booklet concludes with a Module Summary, which focuses on the main ideas that the student has learned.

Each chapter is followed by a Glossary and Suggested Answers. The Suggested Answers allow the student to correct his or her own work in the Student Module Booklet—something that you should monitor closely. The student should be encouraged to review any areas where he or she has had difficulty.

The student writes directly in the Student Module Booklets.

Home Instructor's Guides

The Home Instructor's Guides are for the home instructor, the person responsible for guiding the student through the course. They include planning information and summaries of the chapters and offer instructions and directions for ways in which you can instruct your student. The guide lists websites that you and your student might wish to access. You should always check websites before allowing the student to access them. Because websites often change, it is important to verify that the site is appropriate and still relevant. Always read the chapter summary before beginning a chapter.

The Home Instructor's Guides are attached to the Assignment Booklets. Separate the two components before the student begins the module. Put the Home Instructor's Guides (A and B) into a three-ringed binder for easy access.

Assignment Booklets

Accompanying each module are two Assignment Booklets (A and B). The assignments in these booklets are designed to help the teacher assess the student's understanding of the concepts covered in the modules. In most instances, your student's marks for each module will be determined by how well he or she does the assignments in the Assignment Booklets. You should confirm with your school if other assessment tools will be used to determine your student's mark for each module. As your student works through a Student Module Booklet, he or she will be directed to complete questions in the appropriate Assignment Booklet. The student should complete the assignments independently. Please ensure that your student follows the instructions in the Assignment Booklets closely and that the student does his or her best work for assessment by reviewing the materials before they are sent to the teacher.

When your student has completed each Assignment Booklet, it should be promptly submitted to the teacher for assessment. It is important to submit assignments regularly. It allows you and the teacher to

- record a current evaluation of the student's progress
- identify strengths and weaknesses
- solve problems as they arise

At the end of the second Assignment Booklet for each module, there is a Home Instructor's Feedback Form. This will help the teacher assess the student's learning. The student will also complete a feedback form. While you are waiting for feedback from the teacher, you are encouraged to have your student start the next module.

When an Assignment Booklet is returned, go over the teacher's comments and assessment with your student. Then place the Assignment Booklet in a three-ring binder for future reference.

Multimedia CD

Your course contains at least one CD. This CD contains various multimedia segments that will help your student learn the basic concepts within this course. Students learn in different ways, and technology helps create different kinds of learning environments. Students have an opportunity to interact with the information. They can try different scenarios and see what happens. They can see how these concepts relate to world problems and situations.

These multimedia segments will help your student understand, use, and apply technology in effective, efficient, and ethical ways. Learning information and communication technology (ICT) skills is necessary for your student to ensure ongoing competitiveness in a knowledge economy.

If you do not have access to a computer, make every effort to arrange for your student to have periodic access to a computer and the Internet in a nearby school or library.

Additional Resources

In order to successfully complete this course your student will need access to additional resources.

Resources and Equipment

In addition to the course materials, your student will need the following resources:

- an atlas of Canada: Ensure that the atlas you use is current. Due to the recent addition of Nunavut and the change of Newfoundland to Newfoundland and Labrador, many older atlases of Canada are no longer accurate.
- a map of Canada: You can purchase a map from various places, including map stores and bookstores. The Government of Canada website has an online collection of maps and information about Canada at <http://atlas.gc.ca>. You might want to post this map in the student's work area.
- maps of the provinces and territories: A good source for these maps are tourist offices and websites for the provinces and territories. For example, to order a free road map of Newfoundland and Labrador for this module, call the tourist office at 1-800-563-6353 or order one online at http://www.tourisminfo@gov.nl.ca.
- a junior dictionary, such as the *Canadian Junior Dictionary* published by Gage, a globe or world map, and an encyclopedia

Following is a list of equipment that your student will be required to use. You may wish to discuss the availability of equipment with your distance learning provider.

- Your student will need access to a computer with a CD drive so that he or she can use the CD that accompanies this course. Because students are frequently referred to the Internet, your student should have access to an Internet connection. If you do not have computer and Internet capabilities at home, remember that computers and Internet access is widely available through public libraries and schools. Make arrangements so that your student has access to this valuable resource.
- Your student will need some way to record oral assignments. You may choose to use an audiocassette recorder or a computer with recording capability.
- Your student will need a binder with lined paper to record information to keep his or her Internet Journal and to organize returned assignments and teacher feedback.

Internet Links

The Internet can be a valuable research and learning tool for your student. Periodically, references to Internet sites are provided in the Student Module Booklets and/or in the Home Instructor's Guide. You should also encourage your student to use other information sources, such as the library.

When your student is using the Internet, there are a few things to keep in mind:

- **Do not believe everything you read.** The Internet is filled with information. Unfortunately, not all of it is correct. Anyone can put information on the Internet. The important thing is that your student takes a close look at the source to determine who is credited with supplying the information. For example, did a university, a museum, or a science centre put the information on the Internet? If so, it probably provides correct information.

The point is to encourage your student to use a critical eye and not to believe everything he or she reads. If your student is uncertain about something, it is wise to double-check the information on one or two other sites or with other resources.

Go to the Internet sites referenced in the Student Module Booklets or this guide before your student accesses them. Confirm the site is still relevant and appropriate for your student. The owners of Internet addresses (URLs) sometimes change, and a site that was educational when this course was written may no longer be suitable. Also, try out recommended search words to confirm that they are still safe.

- **Use online research tools.** There are a number of different tools, called search engines, available to assist your student in finding information on the Internet. These engines organize and sort information by topic or key word. AltaVista Canada (www.altavista.com), Google Canada (www.google.ca), and Yahoo! Canada (www.yahoo.ca) are just a few of the search engines available.
- **Websites can change or disappear.** Your student should keep in mind that the Internet is constantly changing. Sometimes he or she will discover that after typing in an address, a note will come up on the screen indicating that the site has moved or disappeared. If your student finds that an address does not work, he or she should go back to one of the search engines and do a general search using a key word or phrase.

LearnAlberta.ca

LearnAlberta.ca is a special, protected website found at <http://www.learnalberta.ca>. It has been developed by Alberta Education for Albertans. Whenever your student is asked to go to this large site (portal), you can be assured the content has been either developed by or for Alberta Education or licensed to Alberta Education because it is quality content related to Alberta students' needs.

LearnAlberta.ca is a recognized, digital learning environment for Albertans. This Alberta Education portal is a place where students can support their learning by accessing resources for projects, homework, help, review, or study. Home Instructors also have access so they can learn what their students are expected to know and be able to do. They can then support their students' learning.

For example, LearnAlberta.ca contains a large Online Reference Centre that includes multimedia encyclopedias, journals, newspapers, transcripts, images, maps, and more. The National Geographic site contains many current video clips that have been indexed for Alberta Programs of Study. Teacher support materials and student activities are also available. The content is organized by grade level, subject, and curriculum objective. Use the search engine to find key concepts quickly. Check this site often as new interactive multimedia segments are being added all the time.

If you find a password is required, contact your teacher or school to get one. No fee is required.

First Nations and Inuit Stories

Before people began recording information about their lives in written form, they passed on knowledge about their history, culture, and ways of life through the telling of stories. This is what we mean when we refer to oral tradition.

First Nations and Inuit people in Canada have a rich oral tradition. Stories are told to bring people together, to share a past, to provide instruction on how to live, and to entertain. Many stories and teachings have been handed down in the same way for hundreds of years. In many cases, this recollection of the past is so precise that the Supreme Court of Canada recognizes that First Nations and Inuit oral traditions must be given fair weight as evidence when looking at legal matters.

First Nations and Inuit storytelling has always been a communal activity. In the past, winter was the main storytelling season. Winter nights were long and provided a time for communities to rest, play, and pass on traditional stories. Cold, snowy nights would find children seated around Elders, listening to stories of their community. This is how children were taught the knowledge, values, and beliefs of their people.

Generally, there are two kinds of stories: those that teach moral and historical lessons and those told purely for entertainment. Historical stories record and pass on information about important events for families and nations. They include creation stories, the adventures of cultural heroes, and accounts of the origin of specific customs and rituals. Many of these stories are considered sacred and are told only at certain times and places, in an exact way, by specific individuals. These stories take place in real time and space, in a world before now, and are considered to be true to the people by which the story was originally told.

Fictional stories are usually told on winter nights to instruct and entertain, but they may be shared at other times and in other situations as well. The narrators of these stories would often embellish their stories with gestures and changes in vocal tone. In some First Nations, a particular version of a story belongs to the storyteller and may be retold only with the permission of the owner.

It should be noted that the use of First Nations stories in the Student Module Booklet has some inherent limitations. In the oral tradition, inflection and use of gestures were crucial to the telling of stories and are lost when stories are rendered in written form. As well, the act of writing these stories down in English, at an elementary reading level, may slightly alter or change their meaning. This is an unintended drawback of the printed word.

Some people believe that First Nations oral teachings should not be written or retold. They are concerned that authentic oral traditions may be distorted or misinterpreted by individuals outside the community. Some stories are considered sacred, and there is a concern that other cultures may not properly understand or respect their purpose. As far as possible, the stories chosen for inclusion in these modules were carefully selected to address these concerns. However, the merits and drawbacks regarding the use of First Nations oral teachings should be discussed with your student prior to their use in Grade 5 Social Studies.

At best, it is difficult to capture the essence of an oral culture through the printed word. This can be enhanced by taking opportunities to hear Elders share their traditional teachings and stories. In case you are unfamiliar with First Nations cultures, Elders are the men and women of First Nations communities recognized for their knowledge and wisdom. As such, they are highly revered and should be accorded great respect. As some of you may know first-hand, the protocols for approaching and communicating with Elders vary among First Nations communities. Those of you who are members of a First Nations community will be aware of the protocol to follow; those of you who are not members of a First Nations community may want to ask a local First Nations community member about proper protocol in the communities near you. If your student is not already familiar with the role of Elders, be sure to prepare him or her by discussing the importance of Elders to their communities and to the broader society as well.

The use of stories in Grade 5 Social Studies provides a vital opportunity to bring history to life. Through stories, people share information, values, and attitudes about history, culture, and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels, or short stories.

As a general outcome, the Grade 5 Social Studies curriculum mandates that students will demonstrate an understanding of the multiple stories of Canada's people as they reflect the ways of life of the peoples of Canada over time to appreciate the diversity of Canada's heritage.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues, and events that are integral to Canada's history and contemporary society. In terms of specific outcomes, students will appreciate the complexity of identity in the Canadian context by critically examining

- the ways of life of Aboriginal peoples in Canada
- ways of life in New France
- ways of life of the fur traders
- ways of life of the United Empire Loyalists
- the ways of life of immigrants from the British Isles
- how the North West Mounted Police shaped ways of life in Canada
- how European immigrants shaped ways of life in western Canada
- ways of life of immigrants from Asia, Africa, the Middle East, and other parts of the Americas

The Role of the Home Instructor

As the home instructor, you have a key role in determining your student's success in this course. Your student needs encouragement and the confidence of knowing that the course is important to his or her future.

You are expected to perform the following duties:

- Ensure your student has a suitable study area.
- Supervise your student's completion of the Grade 5 Social Studies modules.
- Assist the student with establishing a timetable.
- Monitor your student's progress.
- Provide your student with encouragement.
- Check your student's work or supervise your student's checking of his or her own work.
- Supervise the submission of Assignment Booklets.
- Develop a routine and a good working relationship with your student. Remember, education is a partnership.

Here are a few other things you can do to help your student maximize his or her chances of success in this course:

- Read the chapter summaries in this guide before beginning each chapter. This will acquaint you with the concepts to be taught, the methodology used, and the required materials.
- Encourage your student to read the modules carefully and completely. Students should answer all questions in their Student Module Booklets unless directed otherwise. In some cases it may be appropriate for your student to discuss the questions with you. The student should check his or her responses with the Suggested Answers after he or she has attempted to answer the questions. Encourage your student to discuss his or her answers with you after comparing his or her responses with the Suggested Answers.
- Since developing speaking and listening skills is important, students must be provided with opportunities to work with others. As much as possible, encourage your student to discuss the activities, ideas, and assignments in the course with you or with others.
- Some activities may ask students to discuss a piece of text with a partner or to listen to other people's opinions. In the writing assignments, students are encouraged to work with partners to brainstorm ideas or to seek assistance with revising or editing. You can be a partner in learning or arrange for a relative or friend to be the student's partner.
- Be patient and respectful of the student's way of thinking so that he or she feels comfortable in taking intellectual risks and feels secure when asking questions or forming hypotheses. You also have the critical role of encouraging and challenging the student to become actively involved in the learning process. Set up a rich learning environment that invites exploration and discovery.
- Encourage your student to read as much as possible. As with most other skills, reading improves with practice. In addition to the course materials, students should read stories and magazine or newspaper articles about Canada and Canadians.
- Remember that the skills of reading, writing, speaking, listening, viewing, and representing improve gradually with effort and practice. Encourage your student to work slowly and carefully through the modules and assignments so that he or she will achieve maximum benefit from the course.
- Ensure that your student works through each Assignment Booklet slowly and carefully. Most assignments include assessment values so that students can see how the assignment will be marked. Encourage your student to revise and edit his or her work—assignments should reflect the student's best efforts. As you guide and advise your student, be sure that you do not direct or take control of the work being done. Students must assume responsibility for their work and learn from their mistakes as well as their achievements.
- Review your student's assignments when they have been marked and returned by the teacher. It is natural for the student to make errors and mistakes. Help the student to understand his or her areas of relative strength and weakness and to see where improvements are needed. Try to praise your student's efforts and successes, and give encouragement when he or she is facing challenges.

Arranging the Learning Area

Arrange a quiet area with no distractions to become the permanent "classroom." You might choose the kitchen or the student's room, or you may have the luxury of a spare bedroom to turn into a learning area. You should have a bookcase, chalkboard or whiteboard, a desk or table to work on, and a bulletin board for student work and learning charts. The side of a refrigerator makes an ideal bulletin board. Proper lighting and comfortable seating are essential. Organizational tools, such as baskets, pails, and filing cabinets, are useful and help keep supplies handy to the work area.

Time Commitment

A well-managed home school begins with a commitment to planning. Long-range planning, weekly goal setting, and day-to-day decision making help you gain confidence. Involve the student in the planning where possible.

On a weekly basis, be sure to spend enough time preparing activities, organizing the week's schedule, planning field trips and outings (such as trips to the library), and gathering learning materials and books related to the topic.

Set a definite time period for each social studies lesson. The suggested time for social studies is 35 minutes per day, five times per week.

Be prepared to modify your plans as circumstances change. Be flexible, but do not procrastinate. A planned approach to module completion will help your student successfully complete the course.

Assessment

Assessment is important to the development of every learner. There are two kinds of assessment in this course: informal and formal. As the home instructor, you will take part in the informal assessment.

Your student will be evaluated using several assessment tools. The teacher will use information from Assignment Booklet questions, writing assignments and projects, as well as home instructor observations.

Informal Assessment

The Suggested Answers at the end of each chapter in the Student Module Booklet give students immediate feedback, which confirms and clarifies their understanding before they go on. At the elementary level, monitoring student responses and discussing the results with students is one of the most important duties of the home instructor. When your student has completed an activity, you should skim over it to be sure he or she has spent enough time and effort on the assignment.

When checking your student's work, first focus on the work he or she has done correctly and then comment on his or her efforts. Then, if necessary, spend time clearing up any misunderstandings. Following are a few suggestions that have proved to be constructive ways of handling errors. First, stop to consider why there are errors. Ask yourself the following questions:

- Is the student repeatedly making the same errors, or do the errors appear to be random?
- Do the errors appear to be the result of carelessness?

If your student is repeatedly making the same mistakes, you may need to read through that chapter and explain in your own words what the main ideas are. If the errors are random and do not have a serious impact on the learning, then they may simply be corrected. If the errors appear to be due to carelessness, you may need to

- check to see if your student understands the directions
- relate the activity where the error occurred to some meaningful aspect of your student's own life
- discuss the information with your student
- have your student slow down
- give your student a rest

Always instruct your student to correct incorrect responses. The Student Module Booklet becomes an important reference when doing assignments, and it is essential that it is accurate. Remember, it is very important that students not only learn from their corrections, but that they also realize that making mistakes is a normal and important part of learning.

Formal Assessment

Formal assessment is based on the work students do in their Assignment Booklets, which are marked by a teacher.

There are two Assignment Booklets for each module in the course. The assignments are based on the work the student has completed in the module. Your student may refer to the Student Module Booklet while completing the assignments. Each assignment that is submitted for assessment is judged on the basis of the student's demonstrated understanding of the concepts taught in that module, completeness of work, neatness, and legibility.

The teacher will provide written comments and assign a grade at the end of each module. Discuss the teacher's comments with your student, and help her or him set improvement goals. The teacher's comments may help you focus on areas where your student needs extra practice or help. Focus on the student's strengths, and support the student in areas of weakness.

After the student's assignments have been reviewed, place them in a binder or other suitable organizer for future reference. You will see growth by comparing present work with previous submissions. Give the student specific praise for effort and apparent improvement.

Special Features

The Student Module Booklet has many special features. Some will help your student move around the material more easily. Some provide information, while others are there primarily for student interest. The following are special features of Grade 5 Social Studies:

- **Icons:** Several icons appear in the Student Module Booklet. These symbols are cues for your student to do something. Be sure that your student has a clear understanding of what each icon means.



Get help from your teacher or home instructor.



Use the Internet.



Go to the Assignment Booklet.



Check your answers in the Suggested Answers at the end of each chapter.



Use the Grade 5 Social Studies Multimedia CD.



Use your atlas.



Do a "Going Further" activity.



Use your map of Canada.

- **Keywords:** Key words, or new words, are indicated with boldface. They are defined in a box on the same page. They are also listed alphabetically in the Glossary found at the end of each chapter of the Student Module Booklet.
- **Internet Links:** Internet links offer extra resource suggestions for many of the activities, relating directly to the topic being studied. They refer the student to specific websites on the Internet. It is important to preview all Internet links to ensure they are relevant and appropriate for your student.
- **Internet Journal:** Students are encouraged to keep an Internet Journal of websites with information about Canada. A blank template page for this journal is included in the Appendix of Module 1.
- **Did You Know? Boxes:** Occasional sentences or short paragraphs are scattered throughout each module. These Did you know? features offer unusual or interesting facts about Canada and information relating to the main text. They are intended primarily for student interest.
- **Going Further:** Throughout the Student Module Booklets, you will find extension activities designed to further the student's understanding of the concepts covered in the chapter. Although these activities are optional, it is strongly recommended that your student pursue these as time and interest warrant.

Module 1: Discover Newfoundland and Labrador

In Module 1 the student is introduced to the three main characters for Modules 1 to 3—the three students who come to Canada from Lyon, France. Luc Moreau is the student who comes to St. John’s, Newfoundland and Labrador. Through Luc’s travels, stories, and experiences, the student learns about the discovery of Canada by Europeans, the First Nations people in Atlantic Canada, the arrival of the first settlers, the physical geography and natural resources of this region, and the events and factors that have shaped the way of life in this region of Canada.

Before beginning Module 1, introduce the student to the Student Module Booklet.

- Explain to the student that the Student Module Booklet is his or her course book for social studies. Look at the cover of the Student Module Booklet, and discuss the pictures. Briefly talk about the focus of this social studies course. (See the Program Rationale and Philosophy section in this Home Instructor’s Guide.)
- The Welcome page introduces the student to the course. Have the student read the text. Discuss the titles of the modules, and have the student predict what the modules might be about.
- Turn to the Contents page and discuss how this page tells the reader what is inside the book.
- Show the student all the components of the course. Discuss the purpose of the Home Instructor’s Guides, the Assignment Booklets, and the nine Student Module Booklets.
- Look over the list of resources. Talk about the materials you require together.
- Discuss the special features of the modules. Point out examples of each one.
- Talk about the assessment and the feedback forms. Show the student an example of the feedback form in an Assignment Booklet.
- Review the icons.
- Discuss the fact that nine international students will be travelling throughout Canada, and explain that the student will be learning along with them about the regions of Canada.

- Have the student read the Module Overview aloud. Talk about the three students from Lyon, France, coming to Canada. In particular, discuss how Luc Moreau will be staying in St. John's, Newfoundland and Labrador.
- Remind the student that the Assignment Booklet is for work that is sent to the teacher to mark.

Assessment

This is how the marks for Module 1 are distributed:

Assignment Booklet 1A

Chapter 1 Assignment	12 marks
Chapter 2 Assignment	14 marks
Chapter 3 Assignment	12 marks
Chapter 5 Assignment	22 marks
Chapter 6 Assignment	32 marks
Chapter 7 Assignment	<u>18 marks</u>
Total	<u>110 marks</u>

Assignment Booklet 1B

Chapter 8 Assignment	10 marks
Chapter 9 Assignment	22 marks
Chapter 10 Assignment	10 marks
Chapter 11 Assignment	24 marks
Chapter 12 Assignment	20 marks
Chapter 13 Assignment	10 marks
Chapter 15 Assignment	<u>14 marks</u>
Total	<u>110 marks</u>

Field Trips and Speakers

Field trips and speakers can enrich your student's learning experience and help reinforce concepts. This module provides several opportunities for both.

- The ultimate experience would be a trip to Atlantic Canada to visit the region.
- Listen to geographers, meteorologists, and people in the fishing, logging, and mining industries to discuss landforms, natural regions, the climate, and industries of this region of Canada.
- Listen to a representative from a local environmental group or wildlife official, such as a federal park warden, a provincial park ranger, and a fish and wildlife officer, talk about wildlife in parks and protected areas and the importance of protecting the environment.
- Listen to someone from Atlantic Canada or someone who has recently visited there talk about the region and share his or her experiences, reflections, and memories of the region.

Supplemental Reading Materials

The following are books to supplement the topics covered in Module 1. They are available at your local library. Check with the reference librarian at your library for others that are available about Newfoundland and Labrador.

- *Canada: Its Land and People* (second edition), by Don Massey and Patricia N. Shields, Reidmore Books Inc., 1995.
- *The Story of Canada*, by Janet Lunn and Christopher Moore, Lester Publishing and Key Porter Books, 1992.
- *The Red Ochre People: How Newfoundland's Beothuk Indians Lived*, by Ingeborg Marshall, 1997.
- *River Thieves*, by Michael Crummey, Doubleday Canada, 2001. (This is a novel about the Beothuk.)
- *The Brendan Voyage*, by Tim Severin, Hutchinson of London, 1978.
- *Ode to Newfoundland*, by Sir Cavendish Boyle and Geoff Butler, Tundra Books, 2003.
- *Duncan's Way*, by Ian Wallace., Douglas and McIntyre, 2000. (This novel is a story about a boy from a family of fishers in Newfoundland and Labrador.)
- *Castles in the Sea: All About Icebergs*, by Lawrence Jackson, Tuckamore Books, 2003.
- *Where the Big Fish Are*, by Jonathan London, Candlewick Press, 2001.
- *Heroes of the Isles Aux Morts*, by Alice Wash, Tundra Books, 2001.
- *All About . . . Provinces and Territories: Newfoundland*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Provinces and Territories: Gros Morne National Park*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Provinces and Territories: St. John's*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Provinces and Territories: Famous Canadians from Newfoundland*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.

The following books are excellent reference materials, but are above a Grade 5 reading level. They are available at your local library. Refer the student to the relevant passages, but assist the student with any difficult words or concepts.

- *Newfoundland and Labrador*, by Harry Beckett, Weigl Educational, 2001.
- *Newfoundland and Labrador (Hello Canada)*, by Lawrence Jackson, Fitzhenry and Whiteside, 1998.
- *Beginnings: From the First Nations to the Great Migration*, by Marshall Jamieson, Reidmore Books, 1996.
- *Early Canada*, by Emily Odynak, Weigl Educational, 1989.
- *The Dawn of Canada*, by Douglas Baldwin, Weigl Educational Publishers, 2003.
- *Our Country, Canada*, by Mary Cairo and Luci Soncin, Duval House Pub., 2001.
- *The Canadians*, by Andrew H. Malcolm, Fitzhenry and Whiteside, Paper Jacks, 1985.
- *The Penguin History of Canada*, by Kenneth McNaught, Penguin Group (Canada), 1988.
- *North America: A Geography of the United States and Canada*, by J.H. Paterson, Oxford University Press, 9th edition, 1994.

Websites

To keep track of the websites visited throughout the course, encourage your student to write them in his or her Internet Journal. There are several websites that may prove valuable to the student.

Visit a multimedia website based on the CBC television series *Canada: A People's History* for games and puzzles, discussion boards, behind the scenes information, and a bibliography at the following website at <http://history.cbc.ca/history>.

For a great source of information on all things Canadian, visit the following website at <http://www.thecanadianencyclopedia.com>. Articles are accompanied by photographs, maps, and paintings. The site includes games, quizzes, interactive resources, time lines, and a listing of *The 100 Greatest Events in Canadian History*.

Show your student how to locate the Atlas of Canada website on the Internet. This is an excellent government website with a variety of maps. The website address is <http://atlas.gc.ca/site/english/index.html>. Click on “Reference Maps,” then “Provincial and Territorial,” and then select a province or territory. If time permits, allow the student to explore the website.

The student may find access to valuable online material to use in his or her research at <http://www.learnalberta.ca>. To receive a user ID and a password, contact the teacher.

Other useful websites include the following:

- <http://www.cgkids.ca/cgkids>
- <http://www.env.gov.nl.ca/parks/parks>

Chapter Summaries

Read each chapter in the Student Module Booklet to familiarize yourself with it **before** instructing the student. You should decide how much time the student requires when introducing a new concept. Some students may only need a small amount, others more.

Chapter 1: A Trip of a Lifetime

Objective

The student is introduced to the three French students who will be travelling to eastern Canada in this module and Modules 2 and 3. The French students find out where they're going in Canada, determine the latitude of the places, and touch on the climate in Atlantic Canada.

Instructional Strategies

Have the student read the narrative silently, and then discuss the content of the text together.

Review how to find places in an atlas using the index. Look through the atlas together, and guide the student as needed in finding Paris, Lyon, and Marseille. Ask the student to show you where France is on a globe.

Have the student show you Nova Scotia, Newfoundland and Labrador, and Québec on the map of Canada. Listen as the student reads and points to the names of the provinces and territories.

Monitor the student as he or she answers and marks the questions in the chapter.

Point out the boldface words in the text and the Glossary entry in the margin. Explain to the student that the boldface words are key words that he or she needs to know the meaning of. Have the student read aloud the definition of the glossary words in the margin as they appear in the module. To reinforce the meaning of the word, ask the student to construct a sentence using it.

Encourage the student to begin a collection of words. These can include the glossary words and any other words relevant to the topic the student comes across on websites or in his or her readings. These can be posted on a bulletin board and referred to throughout the course.

The student will show you where Québec City, St. John's, and Baddeck are on the map or atlas. Verify that they are correct.

Discuss whether or not the visiting students will be in the Far North of Canada. Have the student refer to the map to verify his or her answer.

Assist the student in finding the latitude of the places listed in the atlas.

Review with the student how to do a search on the computer.

To keep track of the websites visited throughout the course, encourage the student to write them in the Internet Journal. The student may create one of his or her own that lists the topic and websites visited or you can use the Internet Journal provided in the Appendix of Module 1. Have the student include the Atlas of Canada website address in his or her Internet Journal for future reference.

Direct the student to Assignment Booklet 1A. Remind the student that he or she must work on it alone. Give assistance only if the student does not understand the wording of the assignment. Tell the student to return to the Student Module Booklet after completing the assignment.

Chapter 2: Canada Bound

Objective

The focus is on the distinction between the Maritime and Atlantic provinces, calculating distances, and using cardinal directions.

Instructional Strategies

Have the student tell you what *maritime* means after he or she has looked it up in the dictionary.

Discuss the reasons why Newfoundland and Labrador isn't considered a Maritime province.

With the student, talk about the Atlantic provinces. Have the student tell you what he or she knows about them.

As needed, help the student calculate the distances between Montréal; Baddeck, N.S., St. John's, N.L., and Québec City.

The student works in Assignment Booklet 1A after completing the chapter.

Chapter 3: The Oldest City in Canada

Objective

The student is introduced to the host family in St. John's, Newfoundland and Labrador, and learns about the city of St. John's and the two different time zones in the province.

Instructional Strategies

Encourage the student to look up the Alps and the Long Range Mountains in the atlas.

Talk about time zones with the student. If the student does not know the time zone you are in, direct him or her to a time zone map to find out.

The student works in Assignment Booklet 1A. Remind the student to return to the Student Module Booklet after completing the assignment.

Chapter 4: The Irish Come to Canada

Objective

The student learns why the Irish came to Canada.

Instructional Strategies

Have the student show you St. George's Bay, Newfoundland and Labrador, and Cape Breton, Nova Scotia, on the map of Canada.

Have the student show you the British Isles in the atlas, and assist with locating the island groups and island that belong to the British Isles.

The student will be learning about the Great Migration in greater detail in Module 2.

Discuss with the student anything he or she might know about the First Peoples of Atlantic Canada.

Chapter 5: The Red Ochre People

Objective

This chapter focuses on the relationship between Aboriginal people and their environment, particularly the Beothuk of Newfoundland.

Instructional Strategies

Discuss how different Aboriginal people lived in different parts of Canada around the time of European colonization. Remind the student that the way First Peoples lived in the past depended on the type of land—the climate, resources, and vegetation. Forests provide homes for animals and birds and provide food, materials for shelter, and clothing for people. There are no forests in the Arctic, so the people depended on the seal, walrus, and whale for food, clothing, and heating (fat from the animals). They used the ice around them to make their homes. The Aboriginal peoples of the plains depended on the bison and other migratory animals for survival. They built their homes out of animal hides and wore animal skins. The coastal Aboriginals lived in a warmer, moister climate. They relied on the sea for food and hunted animals on land. They lived near forests and used the trees to build their homes. Plentiful animals provided food and clothing. All Aboriginal peoples picked berries and plants to supplement their diets.

Have the student show you the Strait of Belle Isle on the map of Newfoundland and Labrador.

Help the student as necessary with finding websites about the Beothuk on the Internet. The student should spend a bit of time looking at the different websites available.

Discuss how people now know so much about civilizations that once inhabited Canada.

The student works in Assignment Booklet 1A.

Chapter 6: First Peoples of Atlantic Canada

Objective

The student prepares to research and write about an Aboriginal group that lived in Atlantic Canada.

Instructional Strategies

Have the student show you on the Internet the drawings Shanawdithit made of Beothuk life.

With the student, go over the Doing a Research Project chart. Ensure the student understands all the steps.

The student works in Assignment Booklet 1A. The student should be familiar with using the computer and know how to do Internet searches and find URLs. Review how to determine what is valuable information and which pictures are significant when researching a project. Instruct the student to find several websites in a search engine, go into each site, study it, and click on links that may have information about the topic. Have the student read the information, identify the main ideas and key words, and jot them down. Afterwards, the notes are put in logical order. The student then develops a draft of the report and then writes the final report. A bibliography (a list of websites used) should be included. It is always important to tell where the information came from.

Show the student how to import or download pictures from a website (right click on a picture to copy or print).

Chapter 7: The Vikings Arrive

Objective

The chapter focuses on the arrival of the Vikings in Newfoundland. Students also discover how to use longitude to determine the location of places.

Instructional Strategies

Look at a globe or map of the world in the atlas with the student, and discuss why early Europeans thought they could get to Asia from western Europe quicker than by travelling eastward overland.

Have the student tell you what he or she knows of the Vikings.

Have the student show you Norway, Denmark, Sweden, Iceland, Greenland, and the Faroe Islands in the atlas and Baffin Island on the map of Canada.

Help the student locate the longitude of the places listed. The nearest city to latitude 47°N and longitude 52°W is St. John's, Newfoundland and Labrador.

After looking up the websites listed in the chapter, have the student list the UNESCO World Heritage Sites and national historic sites in his or her province. Talk about the sites the student may have visited.

The student works in Assignment Booklet 1A.

ASSIGNMENT BOOKLET 1A

Grade 5 Social Studies
Module 1: Chapters 1–7

Home Instructor's Comments and Questions

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE 5



SOCIAL STUDIES

canada

The Land, Histories, and Stories

Assignment Booklet 1A

Module 1

Discover Newfoundland
and Labrador

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 1 Assignment	12	
Chapter 2 Assignment	14	
Chapter 3 Assignment	12	
Chapter 5 Assignment	22	
Chapter 6 Assignment	32	
Chapter 7 Assignment	18	
	110	

Teacher's Comments

Grade 5 Social Studies

Module 1: Discover Newfoundland and Labrador
Assignment Booklet 1A

Cover Art: compass, globe, and airplane Image Club ArtRoom/
Getty Images maple leaf © 2006 Jupiterimages Corporation

Alberta Education acknowledges with appreciation
the Alberta Distance Learning Centre and Pembina
Hills Regional Division No. 7 for their review of this
Assignment Booklet.

This document is intended for

Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 1A
GRADE 5 SOCIAL STUDIES: MODULE 1
CHAPTER 1 ASSIGNMENT TO CHAPTER 7 ASSIGNMENT

This Assignment Booklet is worth 110 marks out of the total 220 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

12

Chapter 1 Assignment: A Trip of a Lifetime

3

- On the following map, label these provinces: Québec, Nova Scotia, Newfoundland and Labrador.



ADAPTED FROM MAP RESOURCES.

3

- On the map, locate and label with a dot the three communities where the students will be staying: Québec City, St. John's, and Baddeck.

Use the map of Canada to answer the following questions. Circle the correct answer.

(1)

3. Baddeck is _____ of St. John's.

- A. northeast
- B. southwest
- C. south
- D. east

(1)

4. Newfoundland and Labrador is the _____ province in Canada.

- A. easternmost
- B. westernmost
- C. southernmost
- D. northernmost

(1)

5. Baddeck is _____ of Québec City.

- A. northeast
- B. southwest
- C. east
- D. north

(1)

6. Québec City is _____ of St. John's.

- A. northeast
- B. west
- C. southwest
- D. east

(2)

7. You know that northwest and southeast are two intermediate directions. What are the other two?



Turn to Chapter 2 in the Module 1 Student Module Booklet.

14

Chapter 2 Assignment: Canada Bound

4

- Label the four Atlantic provinces on the following map of Canada.



ADAPTED FROM MAP RESOURCES

3

- Draw a circle around those provinces that are called the Maritime provinces.

4

- What do these abbreviations stand for?

- P.E.I. _____
- N.S. _____
- N.B. _____
- N.L. _____

③ 4. Why are P.E.I., N.S., N.B., and N.L. called the Atlantic provinces?



Turn to Chapter 3 in the Module 1 Student Module Booklet.

Chapter 3 Assignment: The Oldest City in Canada

12



2

1. There are three cities on the island of Newfoundland. Find out their names and populations by using a recent atlas, the Internet, or another resource. You may have to search several websites to get all the information. **Hint:** The three cities have populations over 20 000.

a. What keywords did you use in your search to find the information you need?

b. Write the names of the three cities and their populations in the following chart.

City	Population

1

2. a. What is a peninsula?

1

b. On what peninsula is St. John's located?

(2)

3. What is different about Newfoundland's time zone?



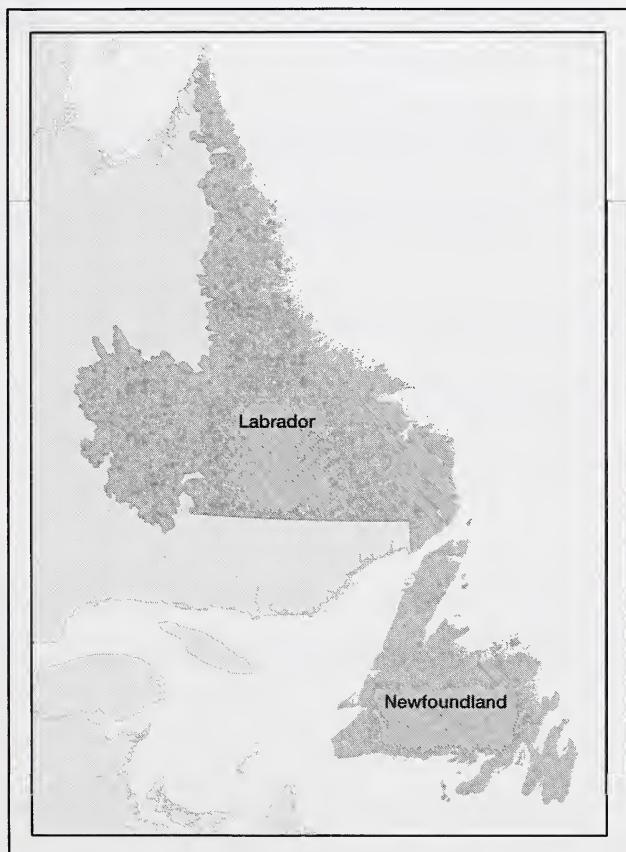
Turn to Chapter 4 in the Module 1 Student Module Booklet.

22

1

Chapter 5 Assignment: The Red Ochre People

1. On the following map of Newfoundland and Labrador, label the Strait of Belle Isle.



ADAPTED FROM MAP RESOURCES

(2)

2. What two large bodies of water does the Strait of Belle Isle join?

1 3. What kind of language did the Beothuk speak?

2 4. The Beothuk had access to a variety of food. Name one large animal from the ocean and one large land animal that were important to the Beothuk for food.

2 5. Why was it important for mamateeks to be easily assembled?

4 6. You learned how the Beothuk were migratory people who used the land and resources of Newfoundland to shape their way of life. Explain how the Beothuk used the caribou they hunted.

5 7. Explain why the sea was important to the Beothuk people.

5 8. Explain how we know about the Beothuk even though they have been extinct for over 150 years.



Turn to Chapter 6 in the Module 1 Student Module Booklet.

32

Chapter 6 Assignment: First Peoples of Atlantic Canada

1. You will research a group of Aboriginal people who lived in Atlantic Canada when Europeans arrived. Choose from the following list of First Nations peoples:

- Mi'kmaq
- Dorset
- Inuit
- Maliseet
- Innu
- Abenaki

Look for information on the Internet, in reference books or encyclopedias, or at your local library. Don't forget to record any new websites you visit in your Internet Journal.

On the line below, write the name of the Aboriginal people that you want to research.

Once you have decided which Aboriginal people to research, you will write what you have discovered about the topics that follow. Don't forget to write using proper sentences. You will want to make a draft copy about what you want to write on a separate piece of paper, and check for spelling and punctuation. Use the report given by Kevin and Luc in Chapter 5 of the Student Module Booklet as an example.

3 a. where they lived in the past

(3)

b. transportation

(3)

c. food

(3)

d. housing

(3)

e. clothing

(3)

f. social life

(3)

g. beliefs

(1)

2. Write down two sources you used in your research.

(10)

3. Choose the aspect of life in the past for the Aboriginal group you researched that you feel was most influenced by the environment in which they lived. For example, you could choose any of food, shelter, clothing, housing, or transportation. Explain how and why you think it was most influenced.



Turn to Chapter 7 in the Module 1 Student Module Booklet.

(18)

Chapter 7 Assignment: The Vikings Arrive

(1)

1. What city in Canada is located at 42°N and 83°W?

(1)

2. What provincial capital city in Canada is located at approximately 47°N and 52°W?

(1)

3. Using latitude and longitude, find the location of Churchill, Manitoba, to the nearest degrees.

(8)

4. a. You learned about the Beothuk and how they had developed a lifestyle using the natural resources in the geographical region of Newfoundland where they lived. The Vikings, when they arrived in Newfoundland, had a different lifestyle. Complete the following chart.

Topic	Beothuk	Vikings
Homes		
Clothing		
Tools		
Transportation		

(7)

b. Use the information in the chart to explain the differences between the Beothuk and Viking lifestyles.



Turn to Chapter 8 in the Module 1 Student Module Booklet.

